

TEACHERS' MOTIVATIONAL STRATEGIES AS CORRELATE TO LINGUISTIC PERFORMANCE AMONG FRESHMAN COLLEGE STUDENTS IN WESTERN MINDANAO STATE UNIVERSITY

SURMA J. WERBLE

Mindanao State University – Tawi-Tawi College of Technology and Oceanography, Bongao, Tawi-Tawi, Philippines

ABSTRACT

The study investigated the correlation between teachers' motivational strategies (TMS) and students' linguistic performance (SLP). It is delimited to the hypothesized significant relationship between TMS and SLP; and significant difference in the TMS when data were grouped according to gender, educational attainment (EA), and length of Service (LOS). Results revealed that TMS are described as Always used in classroom instruction such as Instructor's Enthusiasm (IE), Active Involvement of the Students (AIS), Appropriate Difficulty Level of the Material (ADL), and Variety (VAR); and described as Often employed such as Relevance of the Material (RM), Organization of the Course (OC), Rapport between Teacher and Students (RbTS), Use of Appropriate, Concrete, and Understandable Examples (UACUE). Students perceived that their teachers have often used MS. The overall SLP is described as limited user of the English language. The TMS are not correlated with the SLP. Gender does not differ significantly in the TMS. Variables EA and LOS do not influence TMS. This proves Krashen's Affective Filter Theory-the low anxiety level of classroom atmosphere evidenced by IE & AIS. It is concluded that teachers often used MS as confirmed by their students, however these MS have not influenced the SLP. This suggests that there should be English Teachers' Training/Seminar on appropriate use of MS to enhance the SLP in grammar and vocabulary acquisition. Similar study can be conducted to include variables like type of schools, course, ethnicity, and on the four macro skills - listening, speaking, reading, and writing.

KEYWORDS: Teachers' Motivational Strategies (TMS), Students' Linguistic Performance (SLP), Instructor's Enthusiasm (IE), Student's Active Involvement (SAI) & Organization of the Course (OC)

Received: Jan 03, 2017; **Accepted:** Feb 01, 2017; **Published:** Feb 06, 2017; **Paper Id.:** IJESRFEB201723

INTRODUCTION

Background/Objectives and Goal

Motivational strategies (MS) in second language teaching (Dornyei, 1998; Dornyei & Csizar, 1998; Dornyei, 2001; Cheng, 2006; Hsu, 2009; Gonzales 2010; Alnatheer, 2013) are interests of most researchers (Ziyuan, 2004) because they relate (Bernaus & Gardner, 2008) to language learning (Chang & Liu, 2013). This study investigated both teachers (Ross, 1992; Zuzovsky, 2003) and students about the motivational strategies (MS) used and measured (Lopina, 2010; Pillar, 2012) the students' linguistic performance (SLP) particularly on vocabulary (Liao, 2007; Ferreira, 2007); and grammar (Sag & Wasow, 2011; Chin, 2000) in English 101. It aimed to correlate the teachers' MS and the students' LP (Figure 1). Specifically, it answered the following questions: 1. What are the levels of MS of teachers in English 1010 classes? 2. What is the level of students' perception on the MS of their teachers? 3. What is the overall linguistic performance of the students in English 101? 4. Will TMS correlate significantly with the SLP in English? 5. Is there significant difference in the TMS when data are grouped according

to gender, educational attainment, and length of service? (Figure 2)

METHODS

This study used a descriptive-quantitative-correlational research design. It identified the frequent used of Motivational Strategies by the teachers, and determined the students' perception level on MS of their teachers (Astuti, 2013), and the overall vocabulary and grammar proficiency of the students. It surveyed ten English 101 teachers and their 200 students at Western Mindanao State University, Zamboanga City. After the preparation of the research instruments and the approval of the dean and the department head of the College of Liberal Arts, three adapted Standardized Instruments were used in three stages of data gathering. Stage 1, the teachers were asked to answer the 45-item Teachers' Motivational Strategies Inventory Questionnaire (TMSIQ). Stage 2, their 200 students were asked to answer the 45-item MSIQ based from what they perceived their English teachers used the strategies in their class instruction in order to establish the reliability of the data gathered from the teachers. Stage 3, then again, the students were asked to answer the 90-item Linguistic Competence Test (LCT) on vocabulary and grammar as measures of SLP in English 101. Teachers' and students' responses to the MS and the test scores of students in the LCT were then tabulated, analyzed, and interpreted.

Scoring procedure for TMS, as a standard procedure, for nominal data, 1 point for every answer in each item, the respondents' responses were added to constitute the total score. Then the total scores were divided by the number of items in the instrument to determine the levels of TMS. Then, the data was interpreted according to the MS Rating Scale (Figure 3). Scoring procedure for LCT, as a standard scoring procedure, the respondents were given 1 point for every correct answer. Each correct answer was added to constitute the total score of the respondent. The results were tabulated, analyzed and interpreted according to the Linguistic Competence Rating Scale (Figure 4).

RESULTS

Results showed that TMS are described as *Always* used in the classroom in the four components obtained the Mean Scores of 4.0990 for Instructor's Enthusiasm (IE), 4.5140 for Active Involvement of the Students (AIS), 4.0600 for Appropriate Difficulty Level of the Material (ADL), and 4.1000 for Variety (Var); and described as *often* employed in the classroom in the other dimensions obtained the Mean Scores of 3.7470 for Relevance of the Material (RM), 3.7600 for Organization of the Course (OC), 3.7140 for Rapport between Teacher and Students (RbTS), and 3.9300 for Use of Appropriate, Concrete, and Understandable Examples (UACUE). It means that the teachers often displayed appropriate behaviors, a pleasant and supportive atmosphere. Further analysis of the results suggests that the teachers according to their students' perception enhanced the learners second language related values and attitudes. They have increased the learners' expectancy for success. They promoted task in a motivating way and made classroom learning stimulating and enjoyable as affirmed in Ames & Archer's (1998), (Table 1).

It revealed that the teachers' motivational strategies as rated by the students obtained the mean scores of 3.2550 for Instructor's Enthusiasm (IE), 3.7172 for Relevant of the Material (RM), 3.0095 for Organization of the Course (OC), 3.5836 for Appropriate Difficulty Level of the Material (ADL), 3.6106 for Active Involvement of Students (AIS), 3.8462 for Variety (VAR), 3.4085 for Rapport between Teacher and Students (RbTS), and 3.3337 for use of Appropriate, Concrete and Understandable Examples (UACUE), which are described as often employed by the teachers. It means that the students perceived their teachers to have often used those motivational strategies in the classroom. This implies that their teachers often displayed appropriate behaviors, a pleasant and supportive atmosphere as in the motivational

components of Dornyei's (2001:29), and as revealed in Ziyuan (2004); and in Cheng (2006) (Table 2). It also revealed that the overall SLP obtained the average Mean Scores of 41.9700 with Std. Deviation of 10.83309 is described as *limited user* of the English Language. It means that these students have basic competence in the English language which is limited to familiar situations. The findings of this study affirms Lopina's (2010) earlier findings that college freshman students overall linguistic competence at the Jose Memorial College, Tampilisan Campus was described as limited user of the English language (Table 3). It is also shown that TMS and SLP with r value .411 and p value .238 which is *not significant* at alpha.05 level. Variables are not correlated. This result corroborates the study of Martinez (2002) on the grammatical competence sub-skills, that is, students are *limited user* or *below average* in subject-verb agreement and in tenses. But does not corroborate Ziyuan's (2004) and Alnatheer's (2013) findings-that Motivational Strategies are correlated with students' Communicative Competence (Table 4). Variables like gender revealed that male respondents obtained the average mean scores of 3.8150 with std. deviation of 3.7477 while female respondents have the average mean scores of 4.7303 with std. deviation of 4.0213 with mean difference of -.20625 and at value of -.565 and the p value of .588 which is *not significant* at alpha .05 level. They do not differ significantly in the TMS. It means that gender is not a factor affecting or influencing the motivational strategies, which has similar finding with Villaneza's (2005) that there is no significant differences in the teachers' extent of the use of the teaching strategies based on gender; which is contradicted by Amilasan's (2002) finding that the female teachers have demonstrated better teaching styles than the male teachers (Table 5). For EA, the data indicate that none of the F values is significant at alpha .05 level. It means that the respondents' EA *does not influence* their MS. This implies that EA is not a factor affecting the TMS. However, Penick and Yager (1984) study revealed that teachers' educational attainment had influenced their teaching styles; which has similar findings with Amilasan's (2002) on EA that influenced teaching styles (Table 6). For LOS, the data revealed none of the F values is significant at alpha .05 level, except for one dimension which is RbTS which has an F value of 4.633 and the p value of .052 which is significant at alpha .05 level. It means that LOS *does not influence* TMS. This affirms by the study of Mangaser (2008) that revealed generally length of teaching experience cannot account for the variation in the teachers' teaching styles. Also Villaneza's (2005) findings showed that there were no significant differences in the teachers' extent of the use of the teaching strategies of the English language based on LOS, which has similar result with Amsid (2009) study that revealed that length of teaching experience does not influence the contribution of achievement motivation to the variance of the students' linguistic competence (Table 7).

CONCLUSIONS

The study proves Krashen's Affective Filter Hypothesis Theory in (Hadley, 2001) - the low anxiety level of classroom atmosphere evidenced by Instructors' Enthusiasm (IE) & Active Involvement of Students (AIS). It is logically concluded that the teachers *often employed* Motivational Strategies (MS) during teaching-learning process, which was also *affirmed* by the students. However, these MS *had not influenced* the SLP. Similarly, variables Gender, EA, and LOS *have not caused any differences* in the TMS. Considered reasons for the MS to have no direct bearing on the SLP: because the students lack preparation for college freshman English; and some problems they encountered relative to the idiosyncrasies of the English language.

Contributions

This informs English teachers that more appropriate motivational strategies should be employed that effect students' English language learning not only as "limited users", but as "competent" or "good users" of the English

language. This suggests that there should be English Teachers' Training or seminar on appropriate use of Motivational Strategies to develop and enhance the Students' Linguistic Performance especially in vocabulary and grammar. It encourages researchers to conduct similar study to include other variables like type of schools, courses, ethnicity, and on the four macro skills - listening, speaking, reading, and writing.

Formula and Equation

The statistics of this study are the following:

Mean Formula:

$$\bar{X} = \frac{1}{N} \sum_{i=1}^N x_i$$

Where:

x_i = score

$\sum x_i$ = sum of all the values of the items in the set

N = total number of given values.

Standard Deviation Formula:

$$s = \sqrt{\frac{1}{N-1} \sum_{i=1}^N (x_i - \bar{x})^2}$$

Where:

\bar{x} = the mean of the score

Pearson r Formula: It measures the strength of relationship between variables - STM and SLP.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

N = number of pair of scores

$\sum xy$ = sum of the products of paired scores

$\sum y$ = sum of the y scores

$\sum x^2$ = sum of squared of x scores

$\sum y^2$ = sum of squared of y scores

t-test Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where:

\bar{X}_1 = mean of first dataset

\bar{X}_2 = mean of second dataset

s^2_1 =variance of first dataset

s^2_2 =variance of second dataset

N_1 =total number of first dataset

N_2 =total number of second dataset

ANOVA Formula:

$$F = \frac{MS_{group}}{MS_{error}} = \frac{SS_{group}/(I-1)}{SS_{error}/(nT-1)}$$

Where:

MS_{group} = mean square with respect to groups;

MS_{error} = mean square due to error

Figures and Tables

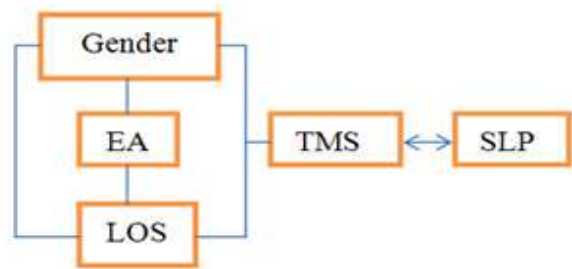


Figure 1: Research Paradigm. It Shows the Interplay of the Variables.

Problem	Hypotheses	Statistics
1. What are the levels of teachers' motivational strategies in English 101?	No hypothesis	Mean and Standard Deviation
2. What is the level of students' perception on the motivational strategies of their teachers?	No hypothesis	Mean and Standard Deviation
3. What is the overall linguistic performance of students in English 101?	No hypothesis	Mean and Standard Deviation
4. Will TMS correlate significantly with the SLP in English?	There is a correlation between TMS and SLP.	PPMC- Pearson Product Moment Coefficient Correlation
5. Is there significant difference in the TMS when data were grouped according to G, EA, and LOS?	There is a significant difference in the TMS when data were grouped according to G, EA, and LOS.	t-test for independent sample and ANOVA

Figure 2: Summary of Statistical Tools Used in the Study

Rating	Scale	Description
4.5 – 5	Very High	Always- means Teachers used Motivational Strategies very frequently in class instruction
3.5 – 4.4	High	Often - means Teachers used Motivational Strategies frequently in class instruction
2.5 – 3.4	Moderate	Sometimes - means Teachers used Motivational Strategies sometimes or occasionally in class instruction
1.5 – 2.4	Low	Rarely - means Teachers used Motivational Strategies not often in class instruction
0 - 1.4	Very Low	Never - means Teachers used Motivational Strategies not once

Figure 3: Rating Scale for MS

Scale	Rating	Description
82 – 90	Expert Users	Has full operational command of the language; appropriate, accurate and fluent with complete understanding.
73 – 81	Very Good User	Has full command of the language with only occasional unsystematic inaccuracies or inappropriateness; misunderstanding may occur in unfamiliar situations, handles complex detained arguments.
64 – 72	Good User	Has operational command of the language though with occasional inaccuracies, inappropriateness and misunderstanding in some situations; generally handles complex language well and understand reasoning well.
55 – 63	Competent User	Has general effective command of the language despite some inaccuracies, inappropriateness and misunderstanding; can use and understand fairly complex language particularly unfamiliar situations.
46 – 54	Modest User	Has partial command of the language, coping with overall meaning in most situations though is likely to make many mistakes, should be able to handle basic communication in own field.
37 – 45	Limited User	Basic competence is competence is limited to familiar situations; has frequent problems in understanding and expression is not able to use complex language.
28 – 36	Extremely Limited User	Conveys and understands only general meaning in familiar situation; frequent breakdown in communication occur.
19 – 27	Intermittent User	No communication is possible except for the most basic information using isolated words of short formulas in familiar situations and to meet immediate needs has great difficulty understanding spoken and written in English.
10 – 18	Non User	Essentially has no ability to use the language beyond possibly a few isolated words.
1 – 9	Did not Attempt the test	No assessable information.

Figure 4: Rating for LCT

Table 1: Teachers' Self Rating on Motivational Strategies

Variables	Mean	Std. Deviation	Description
IE-Instructor's Enthusiasm	4.0990	.59324	Always
RM-Relevance of the Material	3.7470	.52717	Often
OC-Organization of the Course	3.7600	.57194	Often
AIS-Active Involvement of Students	4.5140	.53094	Always
ADL-Appropriate Difficulty Level of the Material	4.0600	.50816	Always
Var-Variety	4.1000	.73786	Always
RbTS-Rapport Between Teacher & Students	3.7140	.39314	Often
UACUE-Use of Appropriate, Concrete, & Understandable Examples	3.9300	.56798	Often
TMSAVE-Teachers' Motivational Strategies Average	3.9800	.44407	Often

Table 2: Students' Rating on Teachers' Motivational Strategies

Variables	Mean	Std. Deviation	Description
SIE-S on Instructors' Enthusiasm	3.2550	.58679	Often
SRM-S on Relevance of Material	3.7172	.61734	Often
SOC-S on Organization of the Course	3.0095	.60292	Often
SADL-S on Appropriate Difficulty Level of the Material	3.5836	.74604	Often
SAIS-S on Active Involvement of Students	3.6106	.59927	Often
SVAR-S on Variety	3.8462	.68813	Often
SRbTS-S on Rapport Between Teachers' & Students	3.4085	.78194	Often
SUACUE-S on Use of Appropriate, Concrete, & Understandable Examples	3.3337	.66742	Often
STMSAVE-S on Teachers' Motivational Strategies Average	3.4631	.47829	Often

Legend: S means Students' Rating

Table 3: Overall Linguistic Performance of the Students

Variable	Mean	Std. Deviation	Description
Linguistic Competence/Performance	41.9700	10.83309	Limited User

Table 4: Correlation Matrix between TMS and SLP

Variable	R	Sig.	Description
Motivational Strategies and Linguistic Competence	.411	.238	Not Significant

Table 5: Differences in the Respondents' MS by Gender

Variable	Gender	Mean	Std. Deviation	Mean Difference	T	Sig.
Motivational Strategies	Male	3.8150	.37477	-.20625	-.565	.588
	Female	.47303	4.0213			

Table 6: Summary ANOVA Table: Respondents' Differences in MS by EA

Variables	Statistical Information	Sum of Squares	Df	Mean Square	F	Sig.
IE-Instructors' Enthusiasm	Between Groups	.205	3	.068	.138	.934
	Within Groups	2.963	6	.494		
	Total	3.167	9			
RM-Relevance of the Material	Between Groups	.780	3	.260	.907	.491
	Within Groups	1.721	6	.287		
	Total	2.501	9			
OC-Organization of the Course	Between Groups	.477	3	.159	.387	.767
	Within Groups	2.467	6	.411		
	Total	2.944	9			
ADL-Appropriate Difficulty Level of the Material	Between Groups	.427	3	.142	.451	.726
	Within Groups	1.897	6	.316		
	Total	2.324	9			
AIS-Active Involvement of Students	Between Groups	.458	3	.153	.441	.732
	Within Groups	2.079	6	.346		
	Total	2.537	9			
VAR-Variety	Between Groups	.763	3	.254	.369	.778
	Within Groups	4.137	6	.689		

	Total	4.900	9			
RbTS-Rapport Between Teacher & Students	Between Groups	.184	3	.061	.305	.821
	Within Groups	1.207	6	.201		
	Total	1.391	9			
UACUE-Use of Appropriate, Concrete, & Understandable Examples	Between Groups	.233	3	.078	.175	.910
	Within Groups	2.670	6	.445		
	Total	2.903	9			
TMSAVE-Teachers' Motivational Strategies Average	Between Groups	.204	3	.068	.260	.852
	Within Groups	1.570	6	.262		
	Total	1.775	9			

Table 7: Summary ANOVA Table: Respondents' Differences in MS by Length of Service

Variables	Statistical Information	Sum of Squares	DF	Mean Square	F	Sig.
IE-Instructors' Enthusiasm	Between Groups	.749	2	.375	1.084	.389
	Within Groups	2.418	7	.345		
	Total	3.167	9			
RM-Relevance of the Material	Between Groups	1.232	2	.616	3.398	.093
	Within Groups	1.269	7	.181		
	Total	2.501	9			
OC-Organization of The Course	Between Groups	.792	2	.396	1.288	.334
	Within Groups	2.152	7	.307		
	Total	2.944	9			
ADL-Appropriate Difficulty Level of the Material	Between Groups	.132	2	.066	.211	.815
	Within Groups	2.192	7	.313		
	Total	2.324	9			
AIS-Active Involvement of Students	Between Groups	.731	2	.365	1.416	.305
	Within Groups	1.806	7	.258		
	Total	2.537	9			
Var-Variety	Between Groups	.918	2	.459	.807	.484
	Within Groups	3.982	7	.569		
	Total	4.900	9			
RbTS-Rapport between Teacher & Students	Between Groups	.792	2	.396	4.633	.052
	Within Groups	.599	7	.086		
	Total	1.391	9			
Uacue-Use of Appropriate, Concrete, & Understandable Examples	Between Groups	.949	2	.475	1.700	.250
	Within Groups	1.954	7	.279		
	Total	2.903	9			
TMSAVE-Teachers' Motivational Strategies Average	Between Groups	.573	2	.286	1.668	.256
	Within Groups	1.202	7	.172		
	Total	1.775	9			

ACKNOWLEDGMENTS AND LEGAL RESPONSIBILITY

This study is a Dissertation Requirement of the researcher's Ph.D degree in Language Teaching at the College of Liberal Arts at Western Mindanao State University, Zamboanga City, Philippines. This was conducted from July 2014 – January 2015. Her grateful acknowledgement to the APDP (Academic Planning Development Program) of Mindanao State University -Tawi-Tawi as a grantee.

REFERENCES

1. Dornyei, Z. (1998). *Motivation in Second and Foreign Language Learning*. *Language teaching*, 31, 117-135. Retrieved from <http://journals.cambridge.org/lta> on June 9, 2014.

2. Dornyei, Z. & Csizer, K. (1998). *Ten Commandments for Motivating Language Learners: Results of the Empirical Study*. *Language Teaching Research*, 2, 203-229.
3. Dornyei, Z. (2001). *Motivational Strategies in The Language Classroom*. Cambridge, England: Cambridge University Press.
4. Cheng, F. (2006). *Motivational Teaching Practice of Taiwanese English Teachers*. Unpublished Doctoral Dissertation. University of Nottingham, England. Retrieved from internet on April 16, 2014.
5. Hsu, R. (June 2009). *Investigating Novice and Experience Teachers' Motivational Strategies Use in Secondary EFL Setting in Taiwan*. Retrieved from ethesis.lib.mcu.edu.tw/etd-db/etd-search/getfile?urn=etd.
6. Gonzales, R. (2010). *Motivational Orientation in Foreign Language Learning: The Case of Filipino Foreign Language Learners*. University of Santo Tomas Graduate School & Development Strategists International Consulting, *TESOL Journal* Vol. 3, Pp. 3-28. Retrieved <http://www.tesoljournal.com> on April 20, 2014.
7. Alnatheer, A. (2013). *The Role of Motivation and Motivational Strategies in Saudi Students' Communicative Competence in English*. Queensland University of Technology. Retrieved from Eprints. Qut.Edu.Au/63816/1amal_Alnatheer_Thesis. Pdf on Sept. 13, 2014.
8. Ziyuan, Y. (2004). *The Role of Motivational Strategies in English Language Learning: An Investigation into the Relationship between the Student Language Achievement Level at Jilin University and their Motivational Strategies*. Retrieved from www.celea.org.cn/pastversion/lw/pdf/youziyuan.pdf on July 11, 2014.
9. Bernaus, M. & Gardner, R. C. (2008). *Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement*. *The Modern Language Journal*. Retrieved from www.ugr.es/~portalin/articulos/p.../20%bernauf.pdf on May 9, 2014.
10. Chang, C.H. & Liu, H.J. (2013). *Language Learning Strategy Use and Language Learning Motivation of Taiwanese EFL University Students*. *Electronic Journal of Foreign Language Teaching*, Vol. 10, No. 2, Pp. 196-209, Center for Language Studies, National University of Singapore. Retrieved from <http://e-flt.nus.edu.sg/> on September 11, 2014.
11. Ross, J. A. (1992). *Teacher Efficacy and the Effects of Coaching on Student Achievement*. Ontario Institute for Studies in Education. Retrieved from *Canadian Journal of education* 17:1 on July 15, 2014.
12. Zuzovsky, R. (2003). *Teachers' Qualifications and their Impact on Student Achievement: Findings from TIMSS 2003 data for Israel*. Retrieved from IERi_monograph_volume_02_chapter_02.pdf on July 7, 2014.
13. Lopina, R. S. (2010). *Language Learning Strategy and Linguistic Competence among College Freshmen of Jose Rizal Memorial State University Tampilisan Campus, Zamboanga City* (Unpublished Doctoral Dissertation). CLA, WMSU, Zamboanga City.
14. Pillar, G. B. (2012). *A Framework for Testing Communicative Competence*. Retrieved from www.theroundtable.or.../granville_pilar_framework_for_testing_comon Sept. 13, 2014.
15. Liao, Y. F. (2007). *Investigating the Construct Validity of the Grammar and Vocabulary Section and the Listening Section of the Ecce: Lexico-Grammatical Ability as a Predictor of L2 Listening Ability*. Teachers College, Columbia University. English Language Institute, University of Michigan. Retrieved from journals.tc.library.org/index.php/tesol/article/viewfile/483 on July 7, 2014.
16. Ferreira, L H. F. (2007). *How to Teach Vocabulary Effectively, An Analysis of the Course Book Eyes and Spies*. Retrieved from www.portaldonhecimento.gov.br/bitstream/10961/.../1/lastversion.pdf.

17. Sag, I. A. & Wasow, T. (2011). *Performance-Compatible Competence Grammar*. Stanford University. Retrieved from www.stanford.edu/~wasow/procp on April 20, 2014.
18. Chin, B. A. (2000). *The Role of Grammar in Improving Student's Writing*. Retrieved from www.uwplatt.edu/~ciesield/graminwriting.htm.
19. Astuti, S. P. (2013). *Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context*. Victoria University of Wellington, New Zealand. Retrieved from <http://journal.teflin.org/index.php/teflin/article/view/312/252> on July 11, 2014.
20. Ames, C. & Archer, J. (1998). *Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes*. *Journal of Educational Psychology*, Vol 80(3), Sep 1988, 260-267. Retrieved from psycinfo database record (c) 2012 APA. on July 5, 2014.
21. Dornyei; Z. (2001). *ibid*.
22. Ziyuan, Y. (2004). *ibid*.
23. Cheng, F. (2006). *ibid*.
24. Lopina, R.S. (2010). *ibid*.
25. Martinez, C. B. (2002). *Motivational Pattern and Critical Thinking Skills: Influence in English Language Competence among Zamboanga State College of Marine Sciences and Technology Freshman Students*. (Unpublished Doctoral Dissertation). WMSU, Zamboanga City.
26. Ziyuan, Y. (2004). *ibid*.
27. Alnatheer, A. (2013). *ibid*.
28. Villanesa, Rosalinda J. (2005). *Basilan Teachers' Teaching Strategies Vis-À-Vis The Pupils' Levels of Proficiencies in the Explicit and Implicit Knowledge of the English Language: A Descriptive-Correlational Analysis*. (Unpublished Doctoral Dissertation). CLA, WMSU, Zamboanga, City.
29. Amilasan, S. T. (2002). *Teaching Styles of Language Teachers and Language Proficiency of Students in Western Mindanao State University*. (Unpublished Dissertation). CLA, WMSU, Zamboanga City.
30. Penick, J. E. & Yager, R. E. (1984). *Comparing Students' Perceptions Reported during 1978 National Assessment of Educational Progress*. Retrieved from www.tandfonline.com/doi/pdf on May 10, 2014.
31. Amilasan, S. T. (2002). *ibid*.
32. Mangaser, V. D. (2008). *Teaching Styles and Learning Styles among Baliwasan District Teachers*. (Unpublished Doctoral Dissertation). CLA, WMSU, Zamboanga City.
33. Amsid, M.J. R. (2009). *Achievement Motivation and Linguistic Competence Among Tertiary Language Teachers in Zamboanga City*. (Unpublished Doctoral Dissertation). CLA, WMSU, Zamboanga City.
34. Hadley, A. O. (2001). *Teaching Language in Context, USA: Thomson Heinle*.